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ABSTRACT

This book analyzes, from a British perspective, critical factors in the development of services for children with Special Educational Needs (SEN) in mainstream schools. Seven key determinants of this change process are identified: (1) political will to initiate and sustain developments with pupils with SEN; (2) adequacy of services and resources to meet the needs of pupils with SEN; (3) societal attitudes to people with disabilities, including children with SEN; (4) appropriateness of curricula to meet the needs of pupils with SEN; (5) the extent of integration of such pupils within mainstream schools; (6) the training of teachers regarding pupils with SEN; and (7) the management of SEN services in schools. The first chapter reviews the history of special education in the United Kingdom. The following seven chapters each address one of the identified key determinants of change. The final chapter summarizes the book's conclusions concerning each of the key factors and then considers the seven factors in relation to each other. (Contains approximately 475 references.) (DB)

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